3

Lesson Preparation book

ICT

Prep 3

First Term

2025-2026

Teacher' s Biography

Name: .....

School: .....

The educational administration: .....

Qualification: .....

Teaching Subject: .....

Comprehensive School: .....

The school to which he is delegated: .....

Date of appointment: .....

The job is on the staff: .....

Teacher Code: .....

Mobile Number: .....

Teacher	Supervisor	School Principal
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Daily class schedule

Session Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eightieth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

session Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eightieth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Teacher Supervisor School Principal

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The Lesson Objectives of Computer

At the end of the first term the student will be able to:

- Providing students with the appropriate amount of scientific and basic knowledge and skills related to information technology.
- Develop basic scientific thinking skills with a focus on modern technological skills through their interaction with the computer.
- Training students to work in a team by practicing computer techniques.
- Developing self-education skills in order to access the correct information by themselves through the use of computers.
- Developing students' awareness of the importance of using computers in all areas of life.
- Students' appreciation of the role that computers play in problem solving.
- Students familiarize themselves with the computer and deal with its programs without intimidation.
- Developing the Egyptian personality capable of facing the challenges of the third millennium in the technology and information revolution.
- Acquiring the right ethics and behaviors in dealing with others through the means and tools of information and communication technology.

Teacher	Supervisor	School Principal
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Specific objectives of the subject of Computer Science and Information and Communication Technology

At the end of the first term the student will be able to:

- ❑ **Knows** the problem Definition
- ❑ **Defines** the stages of problem solving stages
- ❑ **Writes** the steps to solve the algorithmic problem ,
- ❑ **draws** aflow chart that expresses the steps of the solution
- ❑ **Explain** what is meant by programming language .
- ❑ **Learn** what Visual Basic.NET is
- ❑ **Defines** the most important components of the IDE display
- ❑ **Lists what the** .NET framework provide
- ❑ **Recognize** the properties window Properties window
- ❑ **selects** the property Property appropriate.
- ❑ **Choose** the appropriate value for the property Property
- ❑ **differentiate** between properties Properties that distinguish each control tool
- ❑ **Handles** the code window Code Window
- ❑ **Defines** what is meant by an event handler Event handler
- ❑ **sets** Controls _properties_Programmatically

Teacher	Supervisor	School Principal
_____	_____	_____

Distribution of computer and information technology content

For 3rd.Prep 2025 / 2026 - First Term

MONTH	week	DATE	TOPIC
September2025	1	20 / 9/ 2025	• Problem solving • Problem solving stages
	2	27 / 9/ 2025	• Flow chart • Simple flow charts • Exercise (1-1) flow chart to adding two numbers • Exercise (1-2) solving the equation of the first degree 2+3x=Y
October2025	3	4 / 10/ 2025	• Using (decision) on the flow chart . • Exercise (1-3) drawing a flow chart to print "succeed" if the degree of more than or equal 50 • Exercise (1-4) drawing a flow chart to print the result of divided two numbers if the divisor equal 0 and print "not defined"
	4	11 / 10/ 2025	• Exercise (1-5) draw a flow chart to input number then print the type of number{even or odd) • Exercise (1-6) draw a flow chart to get the temperature and print greater than zero or less than zero or equal zero
	5	18 / 10/ 2025	• Using loops in flow chart • Exercise (1-7) print numbers from 1 to 3 • Exercise (1-8) modify flow chart using the last exercise to print multiplication table of 3
	6	25 / 10/ 2025	Exercise (1-9) print the integer number from 1to 3 • Solve the exercise of chapter 1
November 2025	7	4 / 10/ 2025	• Chapter 2 • VB.net • Programming and computer memory Enrichment • VB.net and Framework.NET • VB.net and IDE

Teacher's Signature

	8	8 / 11/ 2025	• Solve the exercise of chapter 2
	9	15 / 11/ 2025	• Chapter 3 (controls properties) • Form • Set properties (Text) and (Name)
	10	22 / 11/ 2025	Button • Set properties (size-location) • Set properties (font-back color-forecolor) Label • Set properties (border style -Auto Size) Text box • Set properties (max length –multiline password Char)
	11	29 / 11/ 2025	List box
December 2025	12	6 / 12/ 2025	• Group box • Radio button • Check box • Solve the exercise of chapter 3
	13	13 / 12/ 2025	Chapter4 (code window) • Code window • Event handler
	14	20 / 12/ 2025	• Set the software properties • Solve the exercise of chapter 4
	15	27 / 12/ 2025	General review
Januar y2026	16	3/1/2026	
	17	10 / 1/ 2026	

Teacher **Supervisor** **School Principal**

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Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	One"1"	Problem solving

Introduction / What are your steps to solve a problem?

Lesson objectives/

1- Known Problem Definition

2- Specifies stages of problem solving

3- Find solutions to some life problems

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Developing the ability to make decisions and solve problems Work Values: Collaboration and Knowledge Global Issues: Relying on models and algorithms to face challenges	Electronic board – Book – presentation		☐ Brainstorming ☐ Peer learning ☐ ☐ Dialogue and discussion	🕮 **Problem definition:** Problem is a situation that requires a solution or an objective you want to achieve through following consecutive steps sequentially. 🕮 **Problem solving:** Problem Solving is the steps, activities, and processes to be done to reach an output or objective. 🕮 **Problem solving stages:** (1) Problem Definition (2)Algorithm Preparation: – Algorithm is one of the methods used to solve a problem through logically arranged procedures (Flowchart). (3)Program Design (4) Program Testing (5) Documentation 	Draw a flowchart to calculate the sum of two different numbers.	Write the problem-solving steps in order.	is a situation that requires finding a solution.
Weekly Assessment				Complete: .....records all the steps to solve the problem			

Teacher's Signature

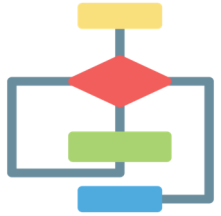
Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	One"2"	Flow chart

Introduction / What's a Flow Chart?

Lesson objectives/

1- Known Flow chart 2- List flow chart instructions 3- Draw flow chart incorrectly

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Developing the ability to make decisions and solve problems Work Values: Collaboration and Knowledge Global Issues: Relying on models and algorithms to face challenges	Electronic board - Book - presentation - Flashcards for Flowchart Symbols		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion	🕮 Definition of Flowcharts: is a graphical representation that uses standard shapes to illustrate the sequence of operations needed to solve a specific problem or task. Advantages of Flowcharts: They help document programs, especially complex programs. 🕮 Symbols and Shapes Used in Flowcharts: Start / End Input / Output Process Decision Flow Line 🕮 When drawing the flowchart in the previous example, the following should be considered: 1. A flowchart begins with a start symbol and ends with an end symbol. 2. Each of A, B, and C is called a variable, which is a memory storage that holds a value. 3. The equation C = A + B means summing the value of variable A and the value of variable B and storing the result in variable C. 4. Inputting values for A and B is expressed using the word "Enter" inside a parallelogram. Other words with the same meaning can also be used, such as Read, Input, or Insert. Exercises: 1. Draw a flowchart to add two numbers that are entered and display the result ... *(Textbook, p.5)* 2. Draw a flowchart to solve a first-degree equation Y ... *(Textbook, p.7)*	Draw a mind map of the main features of flowcharts.	State the definition of flowcharts.	is a graphical representation that uses standard shapes to show the sequence of operations needed to solve a specific problem or task



Weekly Assessment	Complete: ..... It is a diagram that uses standard graphical symbols

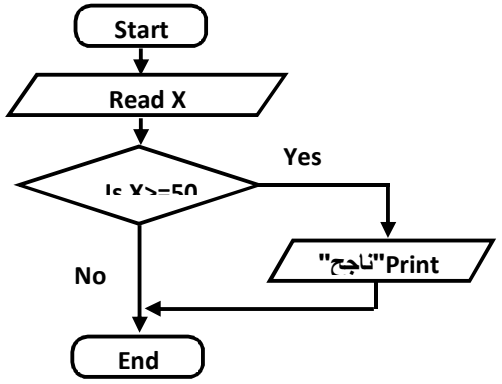
Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	One"3"	Branching

Introduction / What do we mean by branchin?

Lesson objectives/

1- **Known** The concept of branching in flowcharts. 2- **Mention** Solution steps for a program 3- **Draw** flow chart incorrectly

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Developing the ability to make decisions and solve problems Work Values: Collaboration and Knowledge Global Issues: Relying on models and algorithms to face challenges	Electronic board - Book - presentation - Flashcards for Flowchart Symbols		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion	**Using Branching (Decision) in Flowcharts:** Many problems include a question that requires a **Yes/No answer** or branching into other operations, which are determined using a flowchart. **Exercise:** Draw a flowchart to print **"Pass"** if the entered grade is greater than or equal to 50. **Step 1: Define the problem** • **Output:** Print "Pass" • **Input:** Grade X **Solution:** • If the value of X is greater than or equal to 50 → print "Pass". • If the value of X is less than 50 → end the program (**one decision only**). 	Draw a flowchart to print "Pass" if the entered grade is greater than or equal to [a certain value].	Draw a flowchart to print whether a number is even or odd.	Through flowcharts, branching operations (decision-making) can be represented.
Weekly Assessment				Complete: The symbol ..... is used to represent branching in flowcharts			

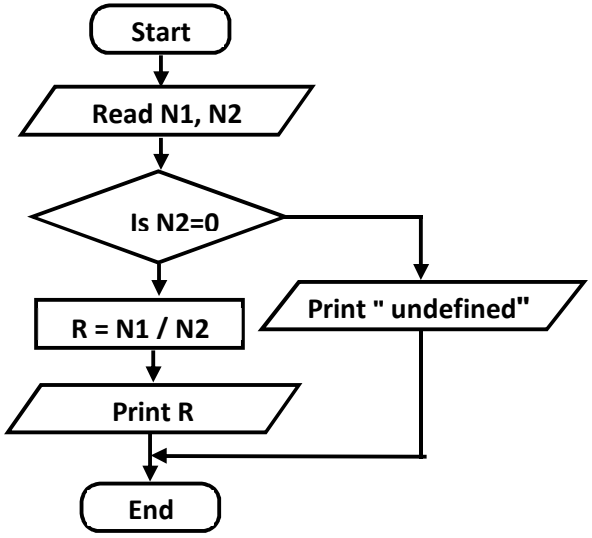
Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	One"4"	Con. Branching

Introduction / How can branching be used to print the result of dividing two numbers?

Lesson objectives/

1- Known The concept of branching in flowcharts. 2- Mention Solution steps for a program 3- Draw flow chart incorrectly

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Developing the ability to make decisions and solve problems Work Values: Collaboration and Knowledge Global Issues: Relying on models and algorithms to face challenges	Electronic board - Book - presentation - Flashcards for Flowchart Symbols		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion ☐ practical learning	🕮 Draw a flowchart for a program that will calculate the division of two numbers. if the divisor equals (zero), the message displays " undefined". **First: Define the problem** **Output:** print the result of dividing two number "R" or print the word "undefined" **Input:** Numerator is "num1", denominator is "num2". **Solution:** if num2=0 then print "undefined", otherwise print the result of the division "R". 	Draw a flowchart to print the division result of two numbers. If the divisor equals zero, print "Unknown".	Draw a flowchart to print whether a number is even or odd.	The number of branches should not exceed one (decision point).
Weekly Assessment	Put (√) or (×): Flowcharts help to easily understand the problem, analyze it and turn it into a progra ( )						

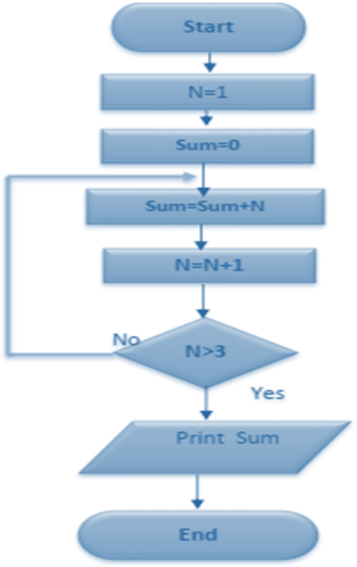
Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	One"5"	Looping

Introduction / How can loops be used?

Lesson objectives/

1- Known The concept of iterative loops in flowcharts. 2- Mention Solution steps for a program 3- Draw flow chart using iterative loops

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learning to Be: Developing the ability to make decisions and solve problems Work Values: Collaboration and Knowledge Global Issues: Relying on models and algorithms to face challenges	Electronic board – Book – presentation – Flashcards for Flowchart Symbols		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion ☐ practical learning	🕮 Draw a flowchart to Print out the numbers from 1 to 3:- First: Define the problem Output: print numbers from 1 to 3 Input: number M Solution: print number M and increment it by 1 then continue printing until the value of M become greater than 3 Algorithm 1- Start 2- M=1 3- If M<=3 Then 3-1 Print M 3-2 M=M+1 3-3 Go To step (3) 4- End 	.Draw a flowchart to print the sum of integers from 1 to ٣	Draw a flowchart to print the sum of the numbers from	The number of iterations in the loop must not exceed .three times

Weekly Assessment	Put (√) or (×): Documenting the program means ensuring that the program is free of errors ( )

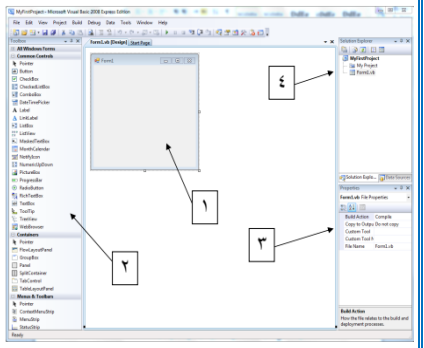
Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Two	Introduction to Visual Basic.net

Introduction / How can the solution steps be converted into programming commands that can be executed؟

Lesson objectives/

- 1- Explain what is meant by programming language 2- Identify the essence of Visual Basic.net 3- Identify the main components of IDE screen

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to Know: Inferring How to Use the VB Environment Work values: Creativity Globalization Issues: The Spread of Modern Programming Languages	Electronic board - Book - presentation - VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion ☐ practical learning	🕮 Visual Basic .NET: It is a high-level programming language, so it is easy to learn. Visual Basic commands and instructions are written in English 🕮 Uses of Visual Basic.Net : 1- Producing Windows Office Applications ٢- Producing Web Applications 🕮 Programming and computer memory:- Visual Basic .NET commands and instructions are used to create objects in :the computer's memory, and each object Properties - Events - Procedures 🕮 Visual Basic features: Object-oriented language - Event-driven language 🕮 Visual Basic .NET and .NET Framework ▪ The .NET framework contains libraries from which objects are created. ▪ It provides an operating environment called (Runtime). ▪ Compilers The term IDE is an abbreviation for Integrated Development Environment. It represents an integrated development environment because it contains tools and features that enable the programmer to create applications 	Run Visual Basic and learn about the basic components of Windows	Run a program in the IDE and view its basic components	VB.NET is a machine language ( )
Weekly Assessment			Complete: - IDE prefer to.....				

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Two"2"	Introduction to Visual Basic.net

Introduction / What are the most important topics of the second chapter

Lesson objectives/

1– **Explain** what is meant by programming language 2– **Acquire** Some concepts for the second chapter

3– **Mention** The most important components of a screenIDE

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to Know: Inferring How to Use the VB Environment Work values: Creativity Globalization Issues: The Spread of Modern Programming Languages	Electronic board – Book – presentation – VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion	First: Put (✓) in front of the correct sentence and (X) in front of the wrong one:	Run Visual Basic and learn about the basic components of Windows	Run a program in the IDE and view its basic components	The programming language is used to implement web applications only ( )

N	Question	Answer
1-	The VB.net language is one of the high level languages.	( )
2-	The VB.net language is one of Event Driven languages.	( )
3-	The VB.net language is the only high level language.	( )
4-	The VB.net language is considered a high level language because it is easy to learn.	( )
5-	The VB.net language is used in producing Windows applications and Web applications.	( )
6-	The VB.net language is used in producing Web applications only.	( )
7-	The VB.net language can't be used in producing Windows applications	( )
8-	Every Object is characterized by certain properties and certain behaviour when a certain event occurs on it.	( )
9-	Events and procedures which belong to any object in VB.net language are called properties.	( )
10-	The name, the size and colour of an object are all samples of events that can occur to the object in VB.net language.	( )

Weekly Assessment	Complete: – IDE prefer to.....

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Three"1"	Controls

Introduction / What are the most popular control tools in Visual Basic?

Lesson objectives/

1– Recognize the Properties Window

2– Choose the appropriate Property

3– Choose the proper value for the Property

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to Be: Developing Digital Aesthetics Work values: accuracy Citizenship Issues: The Ethical Use of Code in Building Useful Applications	Electronic board – Book – presentation – VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion	**Form :** It is the window on which the program interface is designed by placing different control tools on it, such as the button..Title tool, text box, etc The model has many properties that enable the programmer to design and create * many different forms of program screens **Properties window display methods –:** ▪ From the View menu Select Windows Properties ▪ Press F4 key ▪ Right click on the control tool. And choose Properties ▪ From the standard toolbar, choose Windows Properties icon **Some properties that are applied to the form window –:**	Draw a design that includes a set of controls and change their properties	Set the form window so that the form window title is Student Grades	Some setting effect is only visible on the Form in runningmode.( )

M	property	Function
1	Name	Specifies the name of the form window used in the code.
2	Text	Specifies the text that appears in the title bar of the form window.
3	WindowState	Specifies the size of the form window on the screen.

Weekly Assessment	Complete: – .....It is the window on which the program's interface is designed by placing different control tools

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Three "2"	Controls

Introduction / What is the difference between the command button and the text box?

Lesson objectives/

- 1– Differentiate between different controls
- 2– adjust The AppropriateProperty for each tool
- 3– Choose the proper value for the Property

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies
Learn to Be: Developing Digital Aesthetics Work values: accuracy Citizenship Issues: The Ethical Use of Code in Building Useful Applications	Electronic board – Book – presentation – VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion

Subject

❑ **Button: -** It is one of Controls which can be placed on the Form. When you click it, it does a certain task.

Location	The location of placing Button on the Form.
Size	Defining the height and width of Button on the Form.
Text	The appeared Text on the Button
BackColor	Choosing the backColor of the Button.
Font	Defining (shape ,size and style) of the Text font appeared on the Button.
ForeColor	Choosing the ForeColor to the appeared Text on the Button

❑ **Label: –** It is a tool used in showing a Text on the Form Window which can't be changed during program Runtime.

AutoSize	The Size of the Label is defined automatically according to the written Text if the Value of property equals true.
BorderStyle	Choosing the Border Style of the Label

❑ **Textbox: –** It is a tool used to insert (input) data from the user during program run time.

Maxlength	It defines the maximum number of letters which can be inserted in the TextBox
PasswordChar	It defines a symbol used instead of written text in case we have a password.
Multiline	Allows multiple lines within the text box control tool.

Educational activities	Formative assessment	Evaluation
Draw a design that includes a set of controls and .change their properties	Design a simple interface that contains some of .the tools used in the class	You can change the position of the command button on the form using the property.....

Weekly Assessment	Complete: – Textbox control tool: is the only tool which has the property.....

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Three "3"	Controls

Introduction / What is the difference between the list box and the combo box?

Lesson objectives/

1- Differentiate between the list box and the combobox

2- adjust The Appropriate Property for each tool

3- Choose the proper value for the Property

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to Be : Developing Digital Aesthetics Work values : accuracy Citizenship Issues : The Ethical Use of Code in Building Useful Applications	Electronic board – Book – presentation – VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion	❑ **ListBox:-** It shows a list of items. ❑ **ComboBox: -** A ComboBox control displays a drop-down list from which one item can be selected.	Draw a design that includes a set of controls and .change their properties	Design a simple interface that contains some of the tools used in the class	List Box control has the Auto size . property ( )

Items	A group of items shown in the ListBox
Sorted	It defines whether the elements in the list are sorted or not.
selectionMode	It defines whether it is possible to choose one item or more shown in the ListBox.

Items	A group of items which are shown in ComboBox.
AutoCompleteSource	It is a source of suggested items to select from.
AutoCompleteMode	It defines the method of list completing process.

Weekly Assessment	Complete: – .....is a drop-down list of items that allows you to select only one item

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Three "4"	Controls

Introduction / What is the difference between the group box and the radio button?

Lesson objectives/

1– Differentiate between the group box and the radio button

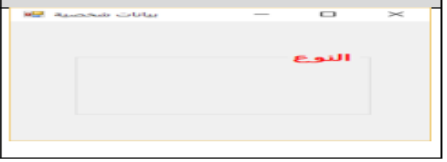
2– adjust The Appropriate Property for each tool

3– Choose the proper value for the Property

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies
Learn to Be: Developing Digital Aesthetics Work values: accuracy Citizenship Issues: The Ethical Use of Code in Building Useful Applications	Electronic board – Book – presentation – VB.Net		☐ Brainstorming ☐ cooperative learning ☐ ☐ Dialogue and discussion

Subject

❑ **Group Box: -** Is used to group other controls of same function together on the Form window.

Property	value	Effect of property appears	FormWindow after setting the property
Text	النوع	In design mode and runtime mode	
Forecolor	Choose the Red color		
RightToLeft	yes		

❑ **Radio Button: -** The program user selects one alternative only.

Checked	It shows whether RadioButton has been chosen or not.
Text	It is the Text shown on RadioButton

Educational activities	Formative assessment	Evaluation
Draw a design that includes a set of controls and .change their properties	Design a simple interface that contains some of .the tools used in the class	More than one item can be selected in the selection box ( )

Weekly Assessment	Complete: – ..... Is used to group other controls of same function together on the Form

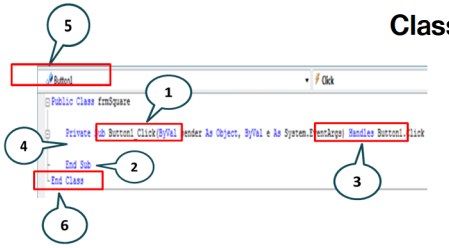
Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Four "1"	Code Window

Introduction / How can you write instructions and codes of the program?

Lesson objectives/

1- Work with the Code window. 2- Define the Event Handler. 3- Adjust Controls' Properties programmatically

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to be: Commitment to accuracy and discipline in writing code Learn to know: Distinguish between the components of the code window and set the properties Self-esteem: Accuracy Citizenship Issues: The Ethical Use of Code in Building Useful Applications	Electronic board - Book - presentation - VB.Net		☐ cooperative learning ☐ Brainstorming ☐ Dialogue and discussion	❑ Visual Basic.NET language provides a window through which we can write instructions and codes of the program called (code window) ❑ To open the (Code Window) of (Form1) perform the following: 1. Make sure that the window Form is active 2. From the keyboard press (F7) ❑ The Code window is displayed as shown in the following figure: ❑ Code Window 1. Name of the file where codes are saved 2. Name of the file where the Form window interface is saved 3. The declaration of Class; its name is (Form1) 4. Space between two lines; to type codes for the Class (Form1) 5. The end of the class (form 1)  ❑ **Event Handler: - It's a procedure which contains a code that is carried out when a corresponding event occurs**	Write a simple code to change the text, color, or .size, and run the program to observe the result	Run the program, write some codes and notice .the change in the result	.....is the place to write commands and instructions code in the VisualBasic.Net language.

Weekly Assessment	Complete: - ..... It's a procedure which contains a code that is carried out when a corresponding event occurs.

Teacher's Signature

Grade	Class	Date	Period	Term	Lesson	Lesson Title
PREP 3				First	Four "2"	Code Window

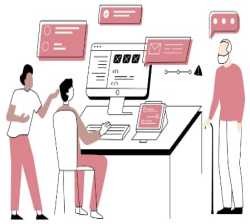
Introduction / **How** can you set the properties of the tools Programmatically?

Lesson objectives/

1- **Mention** The general form for setting the properties of tools programmatically.

2-**Define** what is meant by the code window

3-**Adjust** Controls' Properties programmatically

Skills, values and issues covered in the lesson	Teaching Aids	Assistive technology for integration students if available	Teaching strategies	Subject	Educational activities	Formative assessment	Evaluation
Learn to be : Commitment to accuracy and discipline in writing code **Learn to know** : Distinguish between the components of the code window and set the properties **Self-esteem** : Accuracy **Citizenship Issues** : The Ethical Use of Code in Building Useful Applications	Electronic board - Book - presentation - VB.Net		☐ cooperative learning ☐ Brainstorming ☐ Dialogue and discussion	❑ **Setting properties programmatically :** When you place controls on the form, if you double-click on the control, the code window opens with the event handler for that control ❑ **Formula for setting properties programmatically** ControlName . Property=Value value = property.controller name (object) ❑ **Some exercises: -** → Set the Text property of the tool(lbl_Title)"so that its value is "Egypt Lbl_Title.Text = "Egypt" → Set the property(ForeColor) of the tool(lbl_Title) so that its value is(Blue) . Lbl_Title. ForeColor = Color. Blue → Adjust the(Font) property of the control tool(Lbl_Title) so that the font type is "Arial" and the font size is ٣٠ ❑ **Program Testing Methods - Run the program** 1- Open the Debug menu Choose the Start Debugging command 2- On the Standard toolbar, select the Start Debugging icon 3- On the keyboard, press the F5 key ❑ **Save the project** 1- Open the File menu , choose the Save All command 	Write a simple code to change the text, color, or size, and run the program to observe the result	Run the program, write some codes and notice the change in the result	To run the program, select the command debug from .....Menu
Weekly Assessment				**Complete: -** To save a project Open the..... menu , choose			

Teacher's Signature